

The effect of dhuha prayer habituation on student learning discipline: a study at a Junior High School in Surakarta

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Abstract This study examines the effect of Dhuha prayer practice on the learning discipline of ninth grade students at SMP Muhammadiyah 6 Surakarta. With a quasi-experimental approach, this study involved 33 students and assessed their level of discipline before and after Dhuha prayer practice through a structured questionnaire. The results of the study found a significant positive correlation between Dhuha prayer practice and student discipline, with a correlation coefficient of 0.768 and an influence percentage of 57.9%. Simple regression analysis supports the positive impact of Dhuha prayer practice on student discipline. This study suggests that religious practices such as Dhuha prayer can be an effective approach in developing character and sustainable discipline. Building a religious culture in schools through consistent worship practices contributes significantly to students' positive attitudes and prepares them to face academic and social challenges. This study states the importance of religious practices in shaping students' learning discipline.

Keywords: *Dhuha Prayer Habituation, Student Discipline, Religious Culture*

Abstrak Penelitian ini mengkaji pengaruh pembiasaan shalat Dhuha terhadap disiplin belajar siswa kelas sembilan di SMP Muhammadiyah 6 Surakarta. Dengan pendekatan kuasi-eksperimental, penelitian ini melibatkan 33 siswa dan menilai tingkat disiplin mereka sebelum dan sesudah pembiasaan shalat Dhuha melalui kuesioner terstruktur. Hasil penelitian menemukan korelasi positif yang signifikan antara praktik shalat Dhuha dan disiplin siswa, dengan koefisien korelasi 0,768 dan persentase pengaruh 57,9%. Analisis regresi sederhana mendukung dampak positif pembiasaan shalat Dhuha terhadap disiplin siswa. Penelitian ini menunjukkan bahwa praktik keagamaan seperti shalat Dhuha dapat menjadi pendekatan efektif dalam pengembangan karakter dan disiplin berkelanjutan. Membangun budaya religius di sekolah melalui praktik ibadah yang konsisten berkontribusi secara signifikan terhadap sikap positif siswa dan mempersiapkan mereka menghadapi tantangan akademik dan sosial. Penelitian ini menyatakan pentingnya praktik keagamaan dalam membentuk disiplin belajar siswa.

Kata Kunci: *Pembiasaan Shalat Dhuha, Kedisiplinan Peserta Didik, Budaya Religius*

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Introduction

Islamic education is defined as the process of changing and living the values of Islamic teachings into students through the development of their fitrah to achieve a balanced life in all its aspects (Akmal et al. 2024; Rahardja et al. 2023; Sarifah et al. 2023). Therefore, education according to Islam is essentially a process of inheriting Islamic cultural values to develop human potential and at the same time create new Islamic cultural values as a result of their interaction with the environment and the context of their times (Fakhrurrazi, Wasilah, and Jaya 2023; Hosnan 2022). The key to the success of Muslims is their ability to take the spirit and apply the values contained in it. In other words, humans will not be able to perform their human functions properly and perfectly without education. His life will be full of challenges, and he does not have a strong educational footing, so he is easily influenced by them.

At the dawn of the current millennial era, people are preoccupied with the increasingly diverse needs of life, which results in increasingly fierce competition. However, it is important to remember that technical skills must be balanced with faith and loyalty to Allah SWT. Understanding, status, and position without religion and worship of Allah SWT are dangerous to the safety of mankind (Rahardja, Rambe, et al. 2024; Simão, Caldeira, and De Carvalho 2016). These social goals and the environment of others affect one's development as well. Education enables a balance between individual and social development. Moral life is another aspect that develops. Only humans can judge the norms and principles of their lives, which allows them to determine which behaviors are good and which are not good and immoral. Additional components include a religious life that relates to God Almighty and the ability to understand and apply His teachings in accordance with the religion he or she professes. This can all be done with the help of education (Michou et al. 2016; Ryan and Shim 2006).

The rampant delinquency among adolescents such as narcotics and drugs, student brawls, pornography and online prostitution involving students, has become a serious problem that until now has not been able to find the right formula to overcome it (Adawiyah, Rahardja, and Hasibuan 2024; Ayu et al. 2023). This phenomenon has become a concern for everyone around him, be it parents, schools, society and government. Therefore, this problem becomes a matter that must be considered to familiarize religious culture both in terms of family and school life so that the younger generation has a good personality according to religious teachings (Hernawati, Hafizh, and Rahardja 2024; Ningrum 2015)

Discipline is a learning process that results in self-control and order. Discipline is a state that arises and is formed through a series of behaviors that show values such as obedience, loyalty, order; conversely, the inability to act has consequences. as usual. Discipline is defined by Djamarah as "an order that can regulate personal and group life" (Bosmans et al. 2011; Handayani, Sukarno, and Sriyanto 2021; Nasrullah, Lestari, and Arhas 2023). Discipline plays an important role in achieving educational goals. The quality of a student's learning is strongly influenced by fundamental factors, namely. Discipline, in addition to environmental factors, family, school, discipline and the ability of the students themselves (Ambelia et al. 2023; Nasrullah et al. 2023).

The habituation is intended to internalize the values of Islamic teachings on the personalities of students so that they are able to reflect good behavior, especially if it is associated with the portion or face-to-face hours of religious lessons that are very minimal. In addition, the values of Islamic teachings that exist in children are often defeated by negative cultures that exist in the surrounding environment. (Rahardja, Ilyasa, et al. 2024) Therefore, it is necessary to create a

religious culture that is carried out continuously in the learning process by habituating discipline, neatness, orderliness, responsibility, friendliness, courtesy, mutual assistance, mutual respect, love for the environment, obedience in carrying out worship, reading the Qur'an, and others (Susanto, Setiaji, and Sulastri 2022; Syaifuddin and Fahyuni 2019)

Dhuha prayers are able to provide light and take us on the path of guidance, to reach the light of Allah SWT. Illuminate the darkness of the heart and keep away from the fatigue of life that struck. Dhuha time is a time full of fadhilah, especially for starting various activities, whether worldly or ukhrawi. And any time, in essence is an opportunity that should not be wasted. People who do not use their time well, to worship and do good deeds. They will lose and regret later on (Ghazali 2008).

According to Ash Shiddieqy, prayer is a special worship in the teachings of Islam because the Prophet Muhammad was ordered by Allah directly at the time of Isra' Mi'raj (Shiddieqy 2000). Nasr added that the main rite in Islam is prayer which will integrate human life into the spiritual. Prayer has a great influence on behavior, especially if it is performed with *khusyu* (earnestness) and only expects the pleasure of Allah. If humans do it like that, the previously negative behavior will turn positive. The aura emitted will be positive, which will also have an impact on life in his environment. Everything he does will feel that he is being watched and cared for (Susanto et al. 2022).

The form of efforts made by schools to improve the religious attitudes of students is by implementing Islamic activities. Islamic activities are one of the religion-based activities. In this activity there are programs that are attempted to create and build a religious attitude of students. The programs in Islamic activities that are expected to build the diversity of students have been implemented by SMP Darussalam Surakarta.

Important in achieving educational goals. The quality of a student's learning is strongly influenced by fundamental factors, namely. Discipline, in addition to environmental factors, family, school, discipline and the student's own ability. Prayer can not only be used as a way to communicate with Allah, but it can also be used as a way to teach others how to lead an organized life, respect time, and be disciplined. Prayers provide lessons about discipline to the perpetrators, where people who are Muslims will pray at the appointed time. He will learn discipline indirectly if he always prays on time. If he continues to pray on time, he has lived a disciplined life. Any work done repeatedly will become a habit. Because they have learned to pray on time, people who always pray on time will have discipline in their lives.

Forming *akhlakul karimah* needs to be taught to children. One of them has a disciplined attitude. Discipline is the key to success and success in the future. Discipline means to train, organize, and educate (Siti Nor Hayati 2017). That is why discipline is needed to teach order in society. If people live in an organized manner, they will easily achieve success.

The role of the teacher is very important to improve the discipline of students in carrying out Dhuha prayer in congregation. Because discipline in carrying out Dhuha prayers in congregation can increase the spirituality of students and also teach students to live in discipline. This is an effective way to teach students discipline so that they can complete their work on time. It is very important to teach children positive moral formation. One of them is having a disciplined attitude. Discipline is the key to success and success in the eyes of the future. Discipline includes training, organization and promotion. Therefore, discipline is necessary to teach order in life. When people live in an organized manner, success is easy (Siti Nor Hayati 2017)

Based on the results of preliminary observations at SMP Muhammadiyah 6 Surakarta, Dhuha prayer habituation is carried out from July 29 to August 3 or for 7 days, each week 4 times, namely Tuesday, Wednesday, Thursday and Friday as well as Tadarus Al-Qur'an. Students of SMP Muhammadiyah 6 Surakarta who follow the habituation of Dhuha prayer are all students and female students from class VII to class IX.

In this study, the authors specifically sampled the population of class IX totaling 33 students, consisting of 15 male students and 18 female students. In the implementation of Dhuha prayer habituation, the discipline of students in general is still relatively low. This can be seen in terms of bringing prayer equipment, performing prayers in an orderly manner, coming to school not on time and entering class also not on time. One of the root causes of low student learning discipline is due to the lack of control from teachers and students still lacking discipline in learning.

Dhuha prayer habituation is carried out so that students get used to doing it, then it will become a habit that is difficult to leave in their lives, so that students have a religious, disciplined and democratic character. From this background, the researcher wants to examine and examine more deeply the effect of Dhuha Prayer Habituation on the Discipline of Class IX Students of SMP Muhammadiyah 6 Surakarta.

Methods

The type of research used in this research is experimental research with a quantitative approach because in this research there are approaches to empirical studies to collect, analyze and display data in the form of numbers (Prajitno 2013; Sugiyono 2023). In this study using the type of research *Quasi Experiment*, namely experimental research conducted in only one group called the experimental group without any comparison or control group (Arikunto 2011; Sugiyono 2023). By using the *one Group Time Series Design*, which is a group of studies within a certain period of time, this design is very simple because it only requires one group. In this study, the experimental group selected by the researcher was not tested for stability and clarity of the group situation. This design is measured using a questionnaire questionnaire after dhuha prayer and after students finish learning Islamic religious education. The data source in this study is primary data, namely data obtained directly from respondents by distributing questionnaires directly (Creswell 2012). The population in this study were all ninth grade students of SMP Muhammadiyah 6 Surakarta, totaling 89 students. While the sample in this study was 33 students, which was obtained using a *Probability Sampling* sample. According to Sugiyono (2023), namely a sampling technique that provides equal opportunities or opportunities for each member or element of the population to be selected as a sample member (2023). Data analysis using Simple Regression analysis with the aim of knowing the effect of the independent variable on the dependent variable (Creswell 2012). The independent variable used in this study is the Implementation of Dhuha Prayer (X), and the dependent variable is Student Learning Discipline (Y). The research instrument used in the study was a structured questionnaire, with Likert scale measurements with a value of 1 - 5.

Results and Discussion

Instrument Test

This Study used two ways to test the instrument:

a. Validity Test

The validity test is a way to see whether the research instrument is able to take the right and correct data (Arikunto 2011). If the instrument is not able to take the right data, it means that the data taken is not correct or valid. The validity used in this study is the validity of *Construct Validity* using the *Product Moment Correlation* formula. The significance level used is 0.05. if you want to know whether the question item is valid or not, it can be seen from the significance value. If the significance value is greater than R_{table} , the question is declared valid, but otherwise the question is declared invalid (Priyatno, 2018). The validity test uses the SPSS 26 program and the data provided is as follows:

Table 1. X Variables Questionnaire Test Results

No. About	R Count	r table	Decision Making Criteria	Results
1.	0.000			Invalid
2.	0.519			Valid
3.	0.285			Valid
4.	0.765			Valid
5.	0.355			Valid
6.	0.405		Then the question is	Valid
7.	0.648		Valid	Valid
8.	0.424	0,273	If $r \text{ Count} \leq r \text{ table}$	Valid
9.	0.518		Then the question is	Valid
10.	0.570		invalid	Valid
11.	0.274			Valid
12.	0.000			Invalid
13.	0.000			Invalid
14.	0.733			Valid
15.	0.855			Valid

Based on this table, it can be seen that there are 3 invalid questions where $r \text{ count} \leq r \text{ table}$, namely question numbers 1, 12, 13. Thus there are 12 valid questions that can be used to test the questionnaire question of habituation to pray dhuha.

Table 2. Y Variable Questionnaire Test Results

No. About	R Count	r table	Decision Making Criteria	Results
1.	0.400			Valid
2.	0.571			Valid
3.	0.798			Valid
4.	0.924			Valid
5.	0.426			Valid
6.	0.812			Valid
7.	0.746			Valid
8.	0.408	0,273	If r Count \geq r table Then the question is Valid	Valid
9.	0.564			Valid
10.	0.797			Valid
11.	0.742			Valid
12.	0.405			Valid
13.	0.688			Valid
14.	0.000			Invalid
15.	0.000			Invalid

Based on this table, it can be seen that there are 2 invalid questions where r count \leq r table, namely question numbers 14, 15. Thus there are 13 valid questions that can be used to test questionnaires about student learning discipline.

b. Reliability Test

In this study, the reliability test of the question instrument instrument uses the sppss 26 for windows program. reliability test with the theme of habituation of dhuha prayer on student learning discipline, the results of the reliability test of the question instrument questionnaire results in the following table:

Table 3. Results of the Questionnaire Question Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.742	33

Based on the table, it is known that the reliability coefficient of the questionnaire question is 0.742, which means that the *Conbach Alpha* value is > 0.6 , so the questionnaire questionnaire is Very Good Reliable.

Data Analysis Test

To analyze in order to test the test data, namely by using the T test. Before testing using the t test. there are conditions that must be done first. The prerequisite test analysis is carried out before analyzing the data. The results of the prerequisite analysis test are as follows:

a. Normality Test

The normality test in this study uses the *Kolmogrov-Smirnov* formula with the help of the SPSS 26 for windows statistical data counter program to determine whether the data is

normally distributed or not is said to be normal if the sig value is ≥ 0.05 while it is said to be abnormal if ≤ 0.05 . The calculation results are as follows:

Table 4. Normality Test Results with SPSS 26
One-Sample Kolmogorov Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.48248918
Most Extreme Differences	Absolute	.079
	Positive	.078
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.860 ^{c,d}

Based on table 4, it shows the calculated results of the normality test of the questionnaire results of the habituation of dhuha prayer on the learning discipline of class IX.A and IX.B students, namely 0.860, it can be concluded that all data from the questionnaire questionnaire results are normally distributed where the significance value is ≥ 0.05 .

b. Homogeneity Test

Homognitas test is a test that is used as a condition for independent T test analysis. to find out whether the data is homogeneous or not, it is known if the sig value ≥ 0.05 , it can be said to be homogeneously distributed, while it is said to be not homogeneously distributed if the sig value ≤ 0.05 . The following are the results of the homogeneity test using SPSS 26 calculations.

Table 5. Homogeneous Test Results
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	1.526	1	31	.226
	Based on Median	1.459	1	31	.236
	Based on Median and with adjusted df	1.459	1	30.490	.236
	Based on trimmed mean	1.516	1	31	.227

Based on the table above, the significance value using the Levene Statistical formula and based on the statistical data from the questionnaire results is $0.266 > 0.05$, it can be concluded that the data is homogeneously distributed.

c. Hypothesis Test

Researchers used hypothesis testing in this study, with simple linear regression analysis and correlation analysis to determine whether the habit of Dhuha prayer has a significant impact on the discipline of student worship. Hypothesis testing is done using SPSS 26.

1) Correlation Analysis

Correlation analysis looks at how two or more variables, for example the independent variable (X) and the dependent variable (Y) relate to each other. (Qomusuddin & Romlah, 2021: 60). Correlation analysis can also be used to find out how strong the relationship between these two variables is. This is called the correlation coefficient, and the value is represented with rxy. In this study, Pearson Product Moment was used in conjunction with SPSS 26. The following data were obtained based on the results of the Pearson correlation test.

Table.6 Pearson Product Moment Correlation Test Results

Correlations			
		Dhuha Prayer Habituation	Student learning discipline
Dhuha Prayer Habituation	Pearson Correlation	1	.768
	Sig. (2-tailed)		.001
	N	33	33
Student learning discipline	Pearson Correlation	.768	1
	Sig. (2-tailed)	.001	
	N	33	33

From these results, the coefficient correlation value, r, is 0.768. The strong relationship between student learning discipline (variable Y) and Dhuha prayer habit (variable X) can be concluded that $0.768 > 0.344$ (Pearson correlation value > significance value of 33 people) which means H_0 is rejected so that H_a can be accepted. This decision can prove that there is an effect of habituation of dhuha prayer on the discipline of class IX students at SMP Muhammadiyah 6 Surakarta.

2) Simple Linear Regression Analysis

Regression analysis aims to determine or measure how much influence each predictor variable - known as X and Y variables, respectively - has while regression is the process of systematically estimating what is most likely to happen in the future. (Qomusuddin & Romlah, 2021). The relationship between variables is described in the mathematical equation $Y = a + bX$, where Y is the predicted value (dependent variable), and X is the value of the predictor variable (X variable). The constant number is a and the predictor coefficient is b. This mathematical equation shows the relationship between several variables whose values are unknown. In this equation, the nature of the relationship is causality or cause and effect. The results of the simple linear regression test conducted using SPSS 26 are as follows:

Table.7 Data on the Magnitude of the Influence of Variable X on Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.282a	.579	.050	2.522

a. Predictors: (Constant), Dhuha Prayer Habituation

Table.8 Simple Linear Regression Test Result Data

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
	(Constant)	3.783	7.129		5.307	.475
1	Dhuha Prayer Habituation	.230	.141	.282	.633	.000

a. Dependent Variable: Student learning discipline

According to the Table (Model Summary), the value of R Square (R²) = 0.579, which indicates that the Dhuha Prayer Habituation (X) affects 57.9 percent of the Student Worship Discipline variable (Y), and other variables not found affect the remaining part. While the coefficient table, where the significance value (Sig. (2 tailed)) 0.000 is smaller than 0.05, then there is an influence of variable X on the discipline of student worship (variable Y). This indicates that the alternative hypothesis is accepted and the null hypothesis is rejected. In addition, a linear regression equation was found, namely:

$$Y = a + bX$$

$$Y = 3.783 + 0.230X$$

This shows that if the dhuha prayer habit variable (X) is 0, then the Student Worship Discipline variable (Y) is 3.783. The regression coefficient of variable X is 0.230, which means that if variable X increases by 1 unit (%), then variable Y will increase by 0.230. Thus, the positive regression coefficient (+) indicates that the two variables have a positive relationship with each other.

Conclusion

Schools can help students maintain the Dhuha prayer habit, especially at home. Students can use Dhuha prayer to increase their spiritual awareness and piety. They can acquire the habit of performing their worship obligations regularly and consistently. As students learn to set aside special time amidst the busyness of daily life, this activity helps them form good mindsets and behaviors. Dhuha prayer also provides psychological benefits as it makes you feel close to Allah Swt. It is also expected to increase enthusiasm and motivation to do their daily activities. Being educated to pray Dhuha can also help students become good habits, which in turn can lead to a more organized lifestyle. In addition, performing Dhuha prayers can help students become more aware of their responsibility towards their religious obligations. This awareness of responsibility will strengthen moral and ethical values, which will provide a strong foundation for students to develop in a balanced manner as individuals. In short it can be concluded that Dhuha prayer habituation has an effect on student discipline in learning. However, this research has limitations, especially in limited research subjects, therefore such research is highly recommended to be carried out by subsequent researchers on a wider scale.

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